

Unit Title: Alice's Adventures in Wonderland
4th Grade Advanced Reading Group

Length: 3-4 weeks

Projected Dates: April

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Overview of the Unit:

This unit is a novel study for an advanced 4th grade reading class. It incorporates close reading strategies, written responses, and discussion topics. This unit can be taught to other levels of 4th grade with added scaffolding.

Unit Rationale:

Alice's Adventures in Wonderland is in the 4-5 text complexity range. We have been reading novels up to this point that have prepared students for this complex of a text. This unit has been designed around the essential question: "What do people, real or imagined, learn from exploring their world?" This unit will focus on imaginary people. The major focus will be close reading strategies, written opinion responses, and class discussions. A minor focus will be to identify figures of speech that have been previously taught to add to our novel bulletin board. *Alice's Adventures in Wonderland* is full of rich poetry. We have studied poetry earlier in the year, so you can incorporate Lewis Carroll's poetry any way that works for your class.

Unit Context:

This unit is the last language arts unit of the year. It will be taught after our Oregon Trail Unit which had the same essential question, "What do people, real or imagined, learn from exploring their world?" In this previous unit, students were able to answer the essential question relating to real people and what they learn by exploring their world. The Oregon Trail unit was filled with non-fiction texts which built students' content knowledge and their understanding of reading and writing in social studies. In *Alice's Adventures in Wonderland*, students will explore what imaginary people can learn by exploring their world. This unit will mainly use fictional texts.

Accommodations/modifications for students with disabilities (SWD) or differing needs will be noted throughout in italics and marked with " UDL". Always refer to your team's special educator for individualized instructional strategies or materials. SWD should be provided with explicit overview of the unit with expectations clearly outlined for them. This will minimize anxiety that could affect performance. Use of Universal Design for Learning (UDL) when designing lessons increases access for ALL.*

Enduring Understandings:

By exploring their world, people (real or imagined) will meet new people, discover new perspectives and cultures, learn about different places and customs, understand how your world can shape your life view, and how it contributes to your personality/identity.

Essential Questions:

What do people, real or imagined, learn from exploring their world?

Idaho Core Standards:

Reading Literature:

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.

Writing:

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases.

d. Provide a concluding statement or section related to the opinion presented.

Speaking and Listening:

SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Measurable Learning Targets:

- 90% of my students will score at least a 90% while using writing to form an opinion and support it with evidence from the text as scored using a rubric. (W.4.1)
- 90% of my students will score at least a 90% using text based evidence during discussions in the 4th-5th grade text complexity band during discussion scored using a rubric. (RL.4.1, SL.4.1, RL.4.10)
- 90% of my students will score at least 90% on knowledge of vocabulary using a cloze passage scored using a rubric. (RL.4.4)
- 90% of my students will score at least 90% using a hat diagram to compare and contrast the text and the movie scored with a rubric. (RL.4.7)

Resources/Materials recommended:**Central Text(s):**

Alice's Adventures in Wonderland by Lewis Carroll

Literary Narrative

1865

**UDL - provide highlighted text, audio* or adapted versions and timelines for student to engage the text in a variety of ways. Use of Kindle with Whispersync for re-reading is recommended.*

Alicewinks is an ibook for tablets that provides a straightforward telling of the story accompanied by animated illustrations.

Qualitative Measures:

Levels of Meaning/Purpose

This text is filled with multiple meanings. Although it is the story of a little girl's dream, it is filled with issues

of self-esteem, relationships, and exploration of surroundings.

Structure

The text is in chronological order, but the thoughts seem to be complex. It includes graphics that are somewhat sophisticated. The text also includes more information about the thoughts of the main character in parenthesis.

Language Conventionality and Clarity

Many of the characters speak in an ambiguous or misleading manner. Figurative language is used throughout the text. Many of the words used by the characters are unfamiliar to the reader and the main character. It also uses language of the 1800's.

Knowledge Demands

This text has multiple themes. It requires the reader to distinguish between fact and fantasy.

Quantitative Measures:

Alice's Adventures in Wonderland is in the Lexile Text Complexity Band of grades 4-5 (770-980).

Reader and Task Considerations:

These are to be determined locally with reference to such variables as a student's motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the questions posed. Conversations between characters may need scaffolding to increase understanding.

Additional Texts (on-level):

YouTube: 10 Wonderful Facts about Lewis Carroll (non-fiction)

<http://www.youtube.com/watch?v=Rz8SiiTpODI>

Disney's cartoon version of *Alice in Wonderland* (fiction)

YouTube: Alice in Wonderland Silent Film (fiction)

<http://www.youtube.com/watch?v=zeIXfdogJbA>

Youtube: 20-You Are Old Father William (fiction)

<http://www.youtube.com/watch?v=lorQm4LJfTA>

Youtube: Lewis Carroll You Are Old Father William (fiction)

<http://www.youtube.com/watch?v=x1B-YjgbHsM>

Youtube: Fishbowl Discussion (non-fiction)

<https://www.youtube.com/watch?v=cFr9iLY7zdc>

**UDL - consider reviewing Alice's timeline on www.Timetoast.com or create one together with the class.*

Use of adapted text such as those found on <http://www.ric.edu/sherlockcenter/wwslist.html> for students requiring supports will ensure the student is engaged in the story and can recall details.

Key Vocabulary Terms: Content and Academic

Review Academic: Setting, Characters, Main Idea, Theme, Summary, Simile, Hyperbole, Metaphor, Personification, Onomatopoeia

Alice's Adventures in Wonderland is full of rich vocabulary. The review words will be talked about as we come to them; however, the explicitly taught words will be taught using direct instruction and code strategies.

Review Content: Opportunity, latitude, longitude, courtesy, telescope, conversation, pattering, splendidly, muttering, hastily, spades, consultation, sulky, authority, conquest, moderate, solemnly, remedies, audibly, absurd, fury, prosecute, denial, cunning, condemn, humbly, venture, chorus, snappishly, trotting, anxiously, engraved, tidy, sorrowful, flustered, coaxing, trampled, circumstance, chrysalis, contemptuously, irritated, gravely, incessantly, supple, contradicted, moral, indignantly, subdued, croquet, uncivil, cauldron, giddy, indignantly, severity, contemptuously, bawled, treacle, civil, beheaded, unjust, timidly, ornamented, crimson, execution, furrows, quarrelling, impertinent, dispute, affectionately, moral, reeling, writhing, ambition, derision, somersault, forepaws, askance, whiting, blacking, obliged, trial, justice, frontispiece, indignant, spectacles, slates, memorandum, meekly, wretched, suppressed, undertone, flurry, vague, emphasis, mischief, obstacle, trickling, verdict

Explicitly Taught Content: waistcoat, antipathies, inquisitively, vulgar, Lory, caucus, queer, melancholy, comfits, ferret, feeble, hookah, languid, livery, knave, courtiers, moral, tureen, quadrille, pun

**UDL - provide graphic organizers such as the Freyer for vocabulary building. Use of Quizlet.com will present vocabulary in visual and audio format that can be reviewed repeatedly. Consider having student responsible for fewer vocabulary words but is able to use reference, such as Quizlet printouts, for completing vocabulary assignments.*

Unit Differentiation (based on principles of UDL):

Multiple Modes of Representation:

Text, video

Multiple Modes of Expression

Speaking, writing, listening, debating, drawing, drama, illustration, song

Multiple Means of Engagement

Form an opinion (individual choice and autonomy), justification, singing

Assessments: (varied modes, including a range of self, pre, formative, and summative)

Summative: (required with rubric)

1. Students will be assessed on their close reading assignment based upon included rubric. (WA)
2. Students will be assessed on their opinion paragraph based upon the included rubric. (WA)
3. Students will be assessed on explicitly taught vocabulary. (SR)

Formative:

1. Students will use at self-assessment on their Socratic Seminar discussion. (PA)
2. Students will be assessed on their opinion paragraph based upon the included rubric. (WA)
3. Students will be assessed on class discussion using informal check off sheets. (PA)
4. Students will be assessed on explicitly taught vocabulary. (Discussion)

RUBRICS

Grade 4 Opinion Rubric

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion CCSS: W.4.1a W.4.1b	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> Responds to all parts of the prompt States an opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> Responds to most parts of the prompt States an opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: W.4.1a W.4.1c W.4.1d	<ul style="list-style-type: none"> Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion Uses linking words, phrases, and clauses skillfully to connect reasons to opinion 	<ul style="list-style-type: none"> Organizes ideas and information into logical introductory, body, and concluding paragraphs Uses linking words and phrases appropriately to connect reasons to opinion 	<ul style="list-style-type: none"> Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Uses some linking words and/or phrases to connect reasons to opinion but simplistically 	<ul style="list-style-type: none"> Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Uses no linking words or phrases
Support/ Evidence CCSS: RL.4.1 W.4.1b	<ul style="list-style-type: none"> Supports opinion skillfully with substantial and relevant facts, details, and/or reasons 	<ul style="list-style-type: none"> Supports opinion with relevant facts, details, and/or reasons 	<ul style="list-style-type: none"> Supports opinion with minimal and/or irrelevant facts, details, and/or reasons 	<ul style="list-style-type: none"> Does not support opinion with facts, details, and/or reasons
Language CCSS: L.4.1 L.4.2 These standards have been taught throughout the year and students are expected to demonstrate mastery.	<ul style="list-style-type: none"> Uses purposeful, correct, and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> Uses some repetitive yet correct sentence structure Demonstrates some grade level appropriate conventions, but errors obscure meaning 	<ul style="list-style-type: none"> Does not demonstrate sentence mastery Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning

Sample Rubric to Evaluate Annotations

Total: /12points

	3	2	1	0
1. Underlining, circling, or highlighting passages	-present in all passages -sticks to the points that really stand out -are brief and specific	-present in some of the passages -might include unimportant details -some highlighted portions are too long	-missing in most passages -includes random passages -highlighted portions are extremely long	Not present
2. Notes in the margin or on text	-includes at least 5 meaningful notes, reactions, or evaluations	-includes at least 2-4 notes	-includes less than 2 notes	Not present
3. Questions	-created at least 5 relevant questions	-created 2 questions, might be the same type	-created 1 question, may be irrelevant	Not present
4. Vocabulary	-all problematic vocabulary is noted	-most unknown vocabulary is noted	-a few vocabulary terms are identified	Not present

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Socratic Seminar Participant Self Reflection Slip

Name: _____

This is the grade I think I deserve:

5 4 3 2 1

Participation grade from teacher:

5 4 3 2 1

Total /10

Comments on seminar:

Socratic Seminar Participant Self Reflection Slip

Name: _____

This is the grade I think I deserve:

5 4 3 2 1

Participation grade from teacher:

5 4 3 2 1

Total /10

Comments on seminar:

Socratic Seminar Reflection

Name: _____

1. What was the most interesting question from today's seminar?
2. What was the most interesting idea to come from a participant?
3. What was the best thing observed?
4. What was the most troubling thing you observed?
5. What do you think should be done differently (if anything) in the next seminar?
6. How would you rate the seminar?

_____ Excellent (Everyone participated, listened, had good ideas, did not interrupt)

_____ Good (Generally, everyone participated but the seminar could have better ideas and behavior)

_____ Fair (Side talk, interruptions, students distracted)

_____ Poor (Lots of side talk, interruptions, and rude behavior)

Name: _____

Vocabulary Assessment

Fill in the blank with the correct vocabulary word.

Word Bank				
waistcoat	antipathy	inquisitive	vulgar	Lory
ferret				
	feeble	languid	livery	knave
courtiers				
moral	tureen	quadrille	pun	

1. The light on the lanterns fell on his beaming face; the golden buttons shone on his embroidered silk _____.
2. _____ toward the man should not allow us to assume that he is guilty.
3. The child used _____ language at school and was sent home.
4. The weak, _____ cat could not jump onto the bed.
5. The bird I saw in the pond was a _____.
6. The play on words, "a horse is a very stable animal," is an example of a/an _____.
7. The square dancers danced in a _____.
8. The _____ was broken into what seemed like a thousand pieces.
9. I cannot believe that was not a squirrel we saw at the pet store, but a _____.
10. While we read, we all look for _____ or lessons in a story.
11. During Christmas time, _____ spend a lot of time delivering packages.
12. Did your pack of cards have a _____?
13. The male servants were wearing a _____.
14. Because I am feeling _____ and _____, I will not be able to attend school today.

Using Socratic Seminar to Argue Peacefully

Your name _____ Partner _____

DIRECTIONS: Each time your partner does one of the following, put a check in the box.

SPEAKS IN THE DISCUSSION

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LOOKS AT PERSON WHO IS SPEAKING

--	--	--	--	--	--	--	--	--	--

REFERS TO THE TEXT

--	--	--	--	--	--	--	--	--	--

ASKS A QUESTION

--	--	--	--	--	--	--	--	--	--

RESPONDS TO ANOTHER SPEAKER

--	--	--	--	--	--	--	--	--	--

INTERRUPTS ANOTHER SPEAKER

--	--	--	--	--	--	--	--	--	--

ENGAGES IN SIDE CONVERSATION

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AFTER DISCUSSION: What is the most interesting thing your partner said?

AFTER DISCUSSION: What would you like to have said in the discussion?

Week 1:				
Activity/Strategy	Texts & Resources	Scaffolding Options	Idaho Core Standard	ASSESS
<p>Monday:</p> <p>1. <u>Anticipatory Set Discussion</u> Ask students to imagine that they fell down a rabbit hole. What do you see? What do you hear? What do you think you will learn if you begin to explore this whole new world? During our Oregon Trail unit, we learned what the pioneers learned by exploring their world. Now, we are going to read about a fictitious character and what she learned from exploring her world.</p> <p>2. <u>Frontloading</u> Students watch the YouTube video, 10 Wonderful Facts about Lewis Carroll (http://www.youtube.com/watch?v=Rz8SiiTpODI) Discuss the facts about Lewis Carroll.</p> <p>3. <u>Written Argument</u> Begin reading chapter 1 aloud to the students. Stop on page 4 and ask the students to formulate an argument persuading Alice to or not to drink from the bottle that says DRINK ME. Write a paragraph supporting your argument.</p> <p>4. <u>Discussions of Chapter 1 using text based evidence</u> Finish reading Chapter 1 aloud Focus on the following discussion questions:</p> <ul style="list-style-type: none"> • What kind of book would not have conversations or dialogue? • Why does Alice go down the rabbit hole? • What examples of anthropomorphism (personification) do you see? • Why is Alice's fall so long down the rabbit hole? • What references to math or science do you notice as she falls? • Finding the key and the bottle are two more references to the magic of wonderland. Have you seen any others? • "Going out altogether, like a candle" reflects the concept of a limit. Do you see any other limits in Wonderland? <p>5. <u>Review Figure of Speech</u> As students read, identify figures of speech as we come to them. Figures of</p>	<p>10 Wonderful Facts about Lewis Carroll http://www.youtube.com/watch?v=Rz8SiiTpODI</p> <p>Argument paragraph</p> <p><i>Alice's Adventures in Wonderland</i></p>	<p><i>*UDL - provided guided writing with a peer or adult support. Use of speech to text, prediction software or scribe would be appropriate.</i></p> <p>Scaffolding Text-based discussions (example Scaffolding used throughout unit for chapter discussions)</p> <ul style="list-style-type: none"> • That character reminds me of... • I'm wondering if... • Can you share about.. • Adding on to what _____ said, I think... • If what you said is true, then why would... • So far the most pivotal part is... • Tell in your own words what has happened so far... • This book reminds me of... • Can you share about... • I'm wondering if... • I think this means... 	<p>RL.4.1 RL.4.4 RL.4.10 SL.4.1</p>	<p>Discuss</p> <p>Rubric</p> <p>Discuss</p>

<p>speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>6. <u>Vocabulary</u> Use text to determine the meaning of the review vocabulary words as you come to them. For vocab that needs to be explicitly taught, use a vocabulary CODE strategy:</p> <ul style="list-style-type: none"> • Define word using dictionary. • What does that word really mean in my own words? • What does this word NOT mean?(non-example) • Draw a graphic to represent the word 		<p><i>*UDL - figure of speech examples can be illustrated.</i></p> <p><i>*UDL - use graphic organizers and repeated use opportunities for key vocabulary words.</i></p>		Vocab Notebook
<p>Tuesday:</p> <p>1. <u>Close Reading Activity/Socratic Seminar</u> Students will be given a passage from chapter 1 for close reading.</p> <p>Gradual Release of Responsibility Close Reading Lesson for Chapter 1</p> <p>Focus Question: What personality characteristic causes Alice to follow the rabbit?</p> <p>Formative Assessment: Socratic Seminar Students will be assessed on annotations using rubric. Students in seminar will fill out a self- assessment. Students around the circle will be filling out either a coaching sheet or a “how did it go” sheet.</p> <p>2. <u>Formative Assessment</u> Using a written paragraph, students will form an opinion of the White Rabbit and cite three reasons to support the opinion. “In my opinion, the White Rabbit is_____. The text states...”</p>	<p><i>Alice’s Adventures in Wonderland</i></p> <p>Annotation worksheet Self-Assessment How did it go</p> <p>Argument paragraph</p>	<p>Example of Scaffolding for Close Reading Annotation Activity (used throughout unit)</p> <p>Modeled Connection</p> <ul style="list-style-type: none"> • Set the stage: “First look at the title. What do you think this will be about? Alice’s Adventure in Wonderland. What does the author mean by Wonderland? What does that word create in your mind? As we read, I want you to examine the characters’ actions and motives.” • “First, we need to skim the text for any vocabulary you need clarified. Before we start reading, make sure you understand the text. I see words like: conversations, meaning dialogue. Does anyone need any other vocabulary explained?” • “As we read, we’re going to be attentive to details that lead us to an understanding of 	<p>RL.4.1 SL.4.1 W.4.1</p>	<p>Rubric</p> <p>Rubrics</p> <p>Rubric</p>

		<p>the characters' motivations."</p> <p>Modeled Teaching</p> <ul style="list-style-type: none">• Teacher reads the text aloud. This is always better as a second read. The more exposure the better.• Then the group choral reads.• On the third reading, the teacher underlines <u>Alice was beginning to get very tired of sitting.</u>• "This sentence tells me that Alice is bored. Maybe she is looking for something to do? I'm going to put a + sign here to show that's important about Alice. I'm going to annotate on the right that she is bored."• "Hmmm...she's thinking about making a daisy chain, when she sees a white rabbit. What do you think Alice is considering? I think she's looking for something to do. I'm going to annotate that." <p>Shared Active Engagement</p> <ul style="list-style-type: none">• "I'm going to underline, <u>White Rabbit with pink eyes.</u>" What is strange or interesting about this?" (Elicit responses from students, record and discuss responses.)• "Anthropomorphism or personification. Do you know what		
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		<p>that is? That's when an author gives human characteristics to a non-human entity. Do you see examples of this in the next line?" (Elicit responses from students, record and discuss responses.)</p> <p>Guided Reading, Writing, and Conferring</p> <ul style="list-style-type: none">• "With a partner, reread the rest. Underline, circle, and annotate any text that stands out to you. In the text evidence column, use the following codes. Be prepared to support your thinking with text evidence: + Ideas that you think are most important ? Parts that confuse you * Something important you want to remember• "It's important to support your thinking and why. Some sentences might start with: I notice... I am thinking the narrator is saying..., The text is telling me..., This makes me believe..., The text evidence shows me..., The author stated..., According to the text..., For example..."• Teacher writes the sentence starters on a chart or a handout so that students can see them easily.• As students write, the teacher walks		
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		<p>around and confers with individual students on their close reading for the text.</p> <p>Independent Share Out</p> <ul style="list-style-type: none"> “Let’s talk about what text you underlined or circled. Why did you choose that? What did it say to you? What did you learn about the main character?” <p>Challenge Extension: This novel is going to focus on Alice as the main character. Can you complete a character trait box for the main character? Each side of a square box will be covered with butcher paper. Then put a drawing of each character trait as you come across them. Then as you read the book, add traits on small strips of construction paper. When the book is finished, you should have a well-rounded view of Alice. How have the others influenced the development of Alice’s characters?</p>		
<p>Wednesday:</p> <p>1. <u>Discussion Based on Text Evidence</u>- Read Chapter 2 Aloud</p> <p>Focus on the following discussion questions:</p> <ul style="list-style-type: none"> Alice eats the cake and is finally able to get the key, but now she cannot fit under the door. Why doesn’t she plan ahead so she can fit in the door? Why does Alice start to recite her lessons? What does the comparison with herself and Mabel indicate? Where does the pool of water come from? Why doesn’t Alice notice the change from a hall to a beach? 	<p><i>Alice’s Adventures in Wonderland</i></p>	<p>The above scaffolding will be the same throughout the unit.</p>	<p>RL.4.1 RL.4.4 RL.4.10 SL.4.1</p>	<p>Discuss</p>

<ul style="list-style-type: none"> • Why does the mouse become frightened of Alice? • Do you think Alice overreacts and becomes over emotional? <p>2. <u>Review Figure of Speech</u> As students read, identify figures of speech as we come to them. Figures of speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>3. <u>Vocabulary</u> Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a vocabulary CODE strategy:</p> <ul style="list-style-type: none"> • Define word using dictionary. • What does that word really mean in my own words? • What does this word NOT mean? • Draw a graphic to represent the word. 		<p><i>*UDL - figure of speech examples can be illustrated.</i></p> <p><i>*UDL - use graphic organizers and repeated use opportunities for key vocabulary words.</i></p>		<p>Review</p> <p>Vocab Notebook</p>
<p>Thursday:</p> <p>1. <u>Discussion Based on Text Evidence-Formative Assessment</u> Read chapter 3 aloud. Focus on the following discussion questions:</p> <ul style="list-style-type: none"> • The caucus race doesn't seem to have a clear path or ending. What does this signify about politics? • Why is it so difficult for Alice to make sense of her surroundings? • Do you think Alice has changed from the beginning of the book? In what ways? • What causes the animals to scatter? <p>2. <u>Review of Figures of Speech</u> As students read, identify figures of speech as we come to them. Figures of speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>3. <u>Vocabulary</u> Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a vocabulary CODE strategy:</p> <ul style="list-style-type: none"> • Define word using dictionary. 	<p><i>Alice's Adventures in Wonderland</i></p>	<p>See text based question scaffolding from day 1</p>	<p>RL.4.1 RL.4.4 RL.4.10 SL.4.1</p>	<p>Discuss</p> <p>Review</p> <p>Vocab Notebook</p>

<p>Formative Assessment: Socratic Seminar</p> <p>Students will be assessed on annotations using rubric. Students in seminar will fill out a self- assessment. Students around the circle will be filling out either a coaching sheet or a “how did it go” sheet.</p> <p>3. <u>Review of Figures of Speech</u> As students read, identify figures of speech as we come to them. Figures of speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>4. <u>Vocabulary</u> Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a vocabulary CODE strategy:</p> <ul style="list-style-type: none"> • Define word using dictionary. • What does that word really mean in my own words? • What does this word NOT mean? • Draw a graphic to represent the word. <p>5. <u>Narrative Journal Entry</u> Write a journal entry about what you would do if you could grow 20 feet tall or shrink to 3 inches.</p> <p>6. <u>Plot Map</u> Create a plot map of the action in the story so far. What has been the climax up to this point?</p>		<p>it's limits. How do you think this showed itself in this chapter?</p>		<p>Rubric</p> <p>Review</p> <p>Vocab Notebook</p> <p>Review</p> <p>Discuss</p>
Week 2:				
Activity/Strategy	Texts & Resources	Scaffolding Options	Idaho Core Standards	ASSESS
<p>Monday:</p> <p>1. <u>Discussions based on text evidence-formative assessment</u> Read chapter 5 aloud. Focus on the following discussion questions:</p> <ul style="list-style-type: none"> • Why can't Alice explain to the caterpillar who she is? • Alice recites the poem very badly. Do you think Wonderland is affecting her brain? • Alice gets trapped in the logic of 	<p><i>Alice's Adventures in Wonderland</i></p>	<p>See text based question scaffolding from day 1</p>	<p>RL.4.1 RL.4.4 RL.4.7 RL.4.10 SL.4.1 W.4.1</p>	<p>Discuss</p>

<p>the Pigeon. Why can't she explain her identity to the bird?</p> <p>2. <u>Written Opinion Response</u> Think about the illustrations in the text. How do you think they add to the understanding of the text? Write a paragraph describing how you think illustrations contribute to the understanding of the text. Use specific examples.</p> <p>3. <u>Review Figures of Speech</u> As students read, identify figures of speech as we come to them. Figures of speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>4. <u>Vocabulary Practice</u> Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a vocabulary CODE strategy.</p> <p>1. <u>Poetry Activity</u> Students will listen to Lewis Carroll's poem "You Are Old Father Williams" (Youtube: Lewis Carroll You Are Old Father William http://www.youtube.com/watch?v=x1B-YjgbHsM). The students will listen to the poem put to music (Youtube: 20-You Are Old Father William http://www.youtube.com/watch?v=lorQm4LJfTA). Students will put one of their poems to music.</p>	<p>http://www.youtube.com/watch?v=x1B-YjgbHsM</p>	<p><i>*UDL - provide print copy of the poem for student's to follow while listening.</i></p>		<p>Rubric</p> <p>Review</p> <p>Vocab Notebook</p> <p>Review of Poetry</p>
<p><u>Tuesday:</u></p> <p>1. <u>Discussion based on text evidence-formative assessment</u> Read chapter 6 aloud. Focus on the following discussion questions:</p> <ul style="list-style-type: none"> • Why doesn't the Frog Footman flinch when the plate flies by his head? • Do the Frog Footman, the Duchess, and the Cook behave as Alice would expect them to in terms of Victorian society? • What is your opinion of the Duchess' rhyme? • Alice says children "do very well as pigs...if only one knew the right way to change them." What is the pun on the word <i>change</i>? 	<p><i>Alice's Adventures in Wonderland</i></p>	<p>See text based question scaffolding from day 1</p>	<p>RL.4.1 RL.4.4 RL.4.7 RL.4.10 SL.4.1</p>	<p>Discuss</p>

<ul style="list-style-type: none"> The Cheshire Cat was explaining to Alice that madness is the chief resident of Wonderland. Do you agree? Why or why not? <p>2. <u>Poetry</u> We have previously taught a poetry unit. Write an acrostic poem for either: Cheshire Cat, Alice, the Caterpillar, or the White Rabbit.</p> <p>3. <u>Create a Visualization</u> Discuss writing from yesterday and how illustrations lead to understanding of the text. Create a poster showing your visualization of the scene with the pig-baby or the scene with the Cheshire Cat?</p> <p>4. <u>Review Figures of Speech</u> As students read, identify figures of speech as we come to them. Figures of speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>5. <u>Vocabulary Practice</u> Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a vocabulary CODE strategy.</p>				<p>Review of Poetry</p> <p>Discuss</p> <p>Review</p> <p>Vocab Notebook</p>
<p><u>Wednesday:</u></p> <p>1. <u>Discussion based on text evidence-formative assessment</u> Read chapter 7 aloud. Focus on the following discussion questions:</p> <ul style="list-style-type: none"> Why does Time stand still for the Mad Hatter? How does it change Alice's ideas to know Time is a person and not an abstract concept? In what ways do the language games at Tea Show the inconsistencies of Wonderland? What do they mean by "Saying what you mean is not the same, they tell her, as meaning what you say." Why does Alice leave the Mad Tea Party? <p>2. <u>Close Reading Activity</u> Students will be given a passage from chapter 7 for close reading.</p> <p>Gradual Release of Responsibilities</p>	<p><i>Alice's Adventures in Wonderland</i></p> <p>Annotation worksheet</p>	<p>See text based question scaffolding from day 1</p> <p>Students can use annotation strategies to annotate a passage.</p>	<p>RL.4.1 RL.4.4 RL.4.10 SL.4.1</p>	<p>Discuss</p> <p>Rubric</p>

<p>Close Reading Lesson for Chapter 7: <u>A Mad Tea Party</u></p> <p>Focus Question: Knowing you're in Wonderland, what would be a response to the riddle.</p> <p>Formative Assessment: Socratic Seminar Students will be assessed on annotations using rubric. Students in seminar will fill out a self- assessment. Students around the circle will be filling out either a coaching sheet or a "how did it go" sheet.</p> <p>3. <u>Review Figures of Speech</u> As students read, identify figures of speech as we come to them. Figures of speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>4. <u>Vocabulary</u> Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a vocabulary CODE strategy.</p> <p>5. <u>Drama</u> A tableau is when performers freeze in position to show a scene. In a small group, choose a scene to create a tableau. See if others can guess which part of the story you are enacting.</p>		<p>Questioning and discussion is in an "I do", "We do", "You do" format. (see day 1)</p> <p>Challenge Extension: Write your impression of the March Hare and the Mad Hatter</p>		<p>Rubric</p> <p>Review</p> <p>Vocab Notebook</p> <p>Discuss</p>
<p>Thursday:</p> <p>1. <u>Discussion using text evidence-formative assessment</u> Read chapter 8 aloud. Focus on the following discussion questions:</p> <ul style="list-style-type: none"> • Why do the Spades have to paint the roses red? • Why are the Spades the gardeners? • Why is the Queen silent when Alice says "Nonsense"? • What makes the croquet game so strange? • Why does the Queen want the Cheshire Cat executed? Why can't they do it? • This is the garden Alice saw at the beginning of the story and has been trying to get to the whole time. Is the garden as wonderful as she thought it 	<p><i>Alice's Adventures in Wonderland</i></p>	<p>See text based question scaffolding from day 1</p>	<p>RL.4.1 RL.4.4 RL.4.10 SL.4.1</p>	<p>Discuss</p>

<p>would be? Why or why not?</p> <ul style="list-style-type: none"> • In Alice's world, people are above animals and inanimate objects (cards) are below animals. How does Alice feel about the Queen being the ruler? • In what ways do you see that Alice has some authority over the citizens of Wonderland? <p>2. <u>Review of Figures of Speech</u> As students read, identify figures of speech as we come to them. Figures of speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>3. <u>Vocabulary</u> Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a vocabulary CODE strategy.</p> <p>4. <u>Persuasion Activity</u> Write an invitation to a croquet game with the Queen. How would you 'sell' it?</p>				<p>Review</p> <p>Vocab Notebook</p> <p>Review</p>
<p>Friday:</p> <p>1. <u>Discussion based on text evidence-formative assessment</u> Read chapter 9 aloud. Focus on the following discussion questions:</p> <ul style="list-style-type: none"> • Why is the duchess so pleasant to Alice? • Where did all the other croquet players go? • Why is the turtle so sad? • Do you consider the Gryphon and the Mock Turtle friends of Alice? Why or why not? • What do you think of the Mock Turtle's assertion that lessons lessen? <p>2. <u>Review Figures of Speech</u> As students read, identify figures of speech as we come to them. Figures of speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>3. <u>Vocabulary</u> Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a</p>	<p><i>Alice's Adventures in Wonderland</i></p>	<p>See text based question scaffolding from day 1</p>	<p>RL.4.1 RL.4.4 RL.4.10 SL.4.1</p>	<p>Discuss</p> <p>Review</p> <p>Vocab Notebook</p>

<p>vocabulary CODE strategy.</p> <p>4. <u>Compare and Contrast Activity</u> Compare and contrast the Mock Turtle and the Mad Hatter.</p> <p>5. <u>Character Trait Activity</u> List the ways the Queen shows herself to be an effective ruler or not an effective ruler.</p>				<p>Discuss</p> <p>Discuss</p>
Week 3:				
Activity/Strategy	Texts & Resources	Scaffolding Options	Idaho Core Standards	ASSESS
<p>Monday:</p> <p>1. <u>Discussions based on text evidence-formative assessment</u> Read chapter 10 aloud. Focus on the following discussion questions:</p> <ul style="list-style-type: none"> It seems as if the Mock Turtle and the Gryphon commiserate with Alice's adventures. What vocabulary clues us in to this? (curious, nonsense, confusing, dreadful) In what ways are these first Wonderland creatures the first ones to actually talk to Alice and be nice to her? Is Wonderland ever predictable? Why or why not? <p>2. <u>Review Figures of Speech</u> As students read, identify figures of speech as we come to them. Figures of speech have been previously taught, but when we identify one in our reading, we stop, discuss it, and add it to our novel bulletin board.</p> <p>3. <u>Vocabulary</u> Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a vocabulary CODE strategy.</p> <p>4. <u>Poetry Activity</u> Write an "I remember" poem. Each line must begin with "I remember" but the poem must come from Alice's point of view regarding her experiences in Wonderland.</p>	<p><i>Alice's Adventures in Wonderland</i></p>	<p>See text based question scaffolding from day 1</p>	<p>RL.4.1 RL.4.4 RL.4.10 SL.4.1</p>	<p>Discuss</p> <p>Review</p> <p>Vocab Notebook</p> <p>Review</p>

<ul style="list-style-type: none"> • Alice gets called to the witness box and ends up knocking over the juror box because she has grown so much. She ends up saying that it doesn't matter what the jurors record or that they're upside down. Why doesn't this matter? • As she grows, she becomes more aware of her "place" in Wonderland. What is that place? • How do you interpret the Knave's poem? • What happens when she realizes that they're just a pack of cards? • How does Alice come to the realization that it was all just a dream? • For Alice, Wonderland seemed a nightmare whereas her sister sees it as a sweet dream. Who's right? Why <p>2. Vocabulary Use text to determine the meaning of the review vocabulary words as you come to them. To teach vocab that needs to be explicitly taught, use a vocabulary CODE strategy.</p> <p>3. <u>Opinion Paper-summative assessment</u> Did you enjoy this book or not? Would you recommend this book to next year's class? Write an opinion paper either recommending the book to next year's class or not. Make sure to use enticing language.</p>				Rubric
<p>Thursday:</p> <p>1. <u>Watch Silent Film</u> Students watch a quick clip of the first Alice and Wonderland movie. It was a silent, black and white film.</p> <p>2. <u>Disney Movie</u> Students watch Disney's version of Alice in Wonderland.</p> <p>3. <u>Compare and Contrast</u> Students will use a graphic organizer to compare and contrast the movie and the book.</p> <p>4. <u>Discussion</u> Use the information gathered from the graphic organizer to generate a discussion as to why books and their movies are so different OR students can use that information to write a compare and contrast essay.</p>	<p>YouTube: Alice in Wonderland Silent Film http://www.youtube.com/watch?v=zexXfdogJbA</p> <p>Disney Alice In Wonderland</p>		RL.4.7	<p>Discuss</p> <p>Discuss</p> <p>Discuss</p> <p>Discuss or Rubric</p>

<p>Friday:</p> <p>1. <u>Plot Map</u> Students will create a plot map</p> <p>2. <u>Vocab Assessment</u> Students will complete summative vocab assessment.</p> <p>3. <u>Summative Writing Assessment</u> End of the Novel Assessment</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Essential Question: What do people, real or imagined, learn from exploring their world?</p> <p>We have just finished a fictional unit on the novel, Alice's Adventures in Wonderland. In March, we finished a non-fictional unit with the same essential question as we learned about pioneers on the Oregon Trail.</p> <p>Think about Alice and what she has learned about herself from exploring Wonderland. Think about how you think she sees herself, her personality, her relationships, and her beliefs, both in Wonderland and in the "real world". Your assignment is to write a multi-paragraph essay explaining your opinion about how you think she has changed her thinking throughout the book as she explores Wonderland.</p> <p>Please include an introductory paragraph introducing us to the topic of your essay. The second paragraph should be about how you think Alice sees herself in the real world, her personality in the real world, her relationships in the real world, and her beliefs in the real world. The third paragraph should be about how she sees herself, her personality, her relationships, and her beliefs in Wonderland. The final paragraph should be a conclusion paragraph. Please make sure to sight text based evidence. For example, the text says....in chapter?.....</p> <p>Please make sure to use the 6 traits of</p>				<p>Discuss</p> <p>Summ. Vocab</p> <p>Summ. Assess</p>

writing and the writing process. Turn in your best work. You will be assessed based on the rubric on the back of this page.

Idaho Core Graphic Organizer

Unit Title: Alice's Adventures in Wonderland

Idaho Core Anchor Standard	Previous Grade-Level Standard	GRADE-LEVEL Idaho Core Standard	Key Points of Grade-level Standard (in my words)	Key Shifts in Instruction Targeted by Standard
CCRA.R.1 · Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1 · Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Use evidence from text when speaking about the text.	*Reading text closely *Text-based evidence
CCRA.R.4 · Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Use text and outside resources to define and apply vocabulary terms.	*Academic language
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the	Use text based evidence to make connections between a written text and a visual text.	*Reading text closely *Text-based evidence

		text		
CCRA.R.10 · Read and comprehend complex literary and informational texts independently and proficiently.	RL.3.10 · By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range	Read (with scaffolding as needed) text from the 4-5th grade text complexity band.	*Regular practice with complex texts
CCRA.W.1 · Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	W.3.1 · Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information .	Use evidence from text to write an opinion piece.	**Reading text closely *Text-based evidence *Writing from sources
CCRA.SL.1 · Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.3.1 · Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	Use others' ideas and your own to collaboratively participate in discussions.	*Reading text closely *Text-based evidence

Fishbowl Protocol (a form of Socratic Seminar) ***There are varied ways to lead a class discussion. There are several helpful clips on YouTube.***

Purpose

The fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all fishbowl activities both those in the inner and those in the outer circles have roles to fulfill. Those in the center, model a particular practice or strategy. The outer circle acts as observers and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.

Procedure

1. Arrange chairs in the classroom in two concentric circles. The inner circle may be only a small group or even partners.
2. Explain the activity to the students and ensure that they understand the roles they will play.
3. You may either inform those that will be on the inside ahead of time, so they can be prepared or just tell them as the activity begins. This way everyone will come better prepared.
4. The group in the inner circle interacts using a discussion protocol.
5. Those in the outer circle are silent, but given a list of specific actions to observe and note.
6. One idea is to have each student in the outer circle observing one student in the inner circle (you may have to double, triple, or quadruple up.) For example, tallying how many times the student participates or asks a question.
7. Another way is to give each student in the outer circle a list of aspects of group interaction they should observe and comment on. For example, whether the group members use names to address each other, take turns, or let everyone's voice be heard.
8. Make sure all students have turns being in the inside and the outside circles at some point, though they don't all have to be in both every time you do a fishbowl activity.

Debrief

Have inner circle members share how it felt to be inside. Outer circle members should respectfully share observations and insights. Discuss how the fishbowl could improve all group interactions and discussions.

Variation

Each person in the outside circle can have one opportunity during the fishbowl to freeze or stop the inside participants. This person can then ask a question or share an insight.

Close Reading Annotation Coding Strategies

Underline the important facts that support the purpose of reading the text.

Circle unknown words to discuss later.

? next to anything you have a question about.

! anything that makes you say WOW!

You can write notes to yourself on the paper in the margins to help you with discussions.

Expectations for Socratic Seminar

1. You do not need to raise your hand, but you do need to take turns.
2. Be respectful, no one is right.
3. Everyone shares and listens to each other.
4. Focus on text or question that was raised.

Alice's Adventures in Wonderland

Name: _____ Close Reading of: Ch.1

Focus question: What personality characteristic causes Alice to follow the rabbit?

Text	Thoughts about the text
<p>Chapter I Down the Rabbit Hole</p> <p>Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?'</p> <p>So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.</p> <p>There was nothing so VERY remarkable in that; nor did Alice think it so VERY much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually TOOK A</p>	

WATCH OUT OF ITS
WAISTCOAT-POCKET, and
looked at it, and then hurried on,
Alice started to her feet, for it
flashed across her mind that she
had never before seen a rabbit
with either a waistcoat-pocket, or
a watch to take out of it, and
burning with curiosity, she ran
across the field after it, and
fortunately was just in time to see
it pop down a large rabbit-hole
under the hedge.

In another moment down went
Alice after it, never once
considering how in the world she
was to get out again.

Carroll, Lewis (2013-04-28). Alice in
Wonderland (Illustrated) (Kindle Locations
26-32). Seahorse Publishing. Kindle Edition.

Final thoughts on the focus question:



Name: _____

Write a paragraph stating your opinion to Alice as to whether or not to drink the liquid in the bottle labeled DRINK ME. Give reasons to support your opinion.



Alice's Adventures in Wonderland

Name: _____

Cite 3 examples from pages 1-3 that leads you to believe the rabbit was odd. Please write your answer in a paragraph with an introduction sentence and conclusion sentence.

[illegible]



Alice's Adventures in Wonderland

Name: _____

Cite 3 examples from pages 1-10 that lead you to believe that Alice has a good imagination. Please write your answer in a paragraph with an introduction (topic) sentence and conclusion sentence.

[illegible]

Alice's Adventures of Wonderland

Name: _____

Close Reading of: Ch.4 The Rabbit Sends in a Little Bill

Focus question: Everyone in Victorian England has certain places in society. How is Alice's place different in this chapter different than in her real life?

Text	Thoughts about the text
<p>'How queer it seems,' Alice said to herself, 'to be going messages for a rabbit! I suppose Dinah'll be sending me on messages next!' And she began fancying the sort of thing that would happen: "' Miss Alice! Come here directly, and get ready for your walk!'"</p> <p>"Coming in a minute, nurse! But I've got to see that the mouse doesn't get out." Only I don't think,' Alice went on, 'that they'd let Dinah stop in the house if it began ordering people about like that!'</p> <p>By this time she had found her way into a tidy little room with a table in the window, and on it (as she had hoped) a fan and two or three pairs of tiny white kid gloves: she took up the fan and a pair of the gloves, and was just going to leave the room, when her eye fell upon a little bottle that stood near the looking-glass. There was no label this time with the words 'DRINK ME,' but nevertheless she uncorked it and put it to her lips. 'I know SOMETHING interesting is sure to happen,' she said to herself, 'whenever I eat or drink anything; so I'll just see what this bottle does. I do hope it'll make me grow large again, for really I'm quite tired of being such a tiny little thing!'</p> <p>It did so indeed, and much sooner than she had expected: before she had drunk half the bottle, she found her head pressing against the ceiling, and had to stoop to save her neck from being broken. She hastily put down the bottle, saying to herself 'That's quite enough— I hope I shan't grow any more— As it is, I can't get out at the door— I do wish I hadn't drunk quite so much!'</p> <p>Alas! it was too late to wish that! She went on growing, and growing, and very soon had to kneel down on the floor: in another minute there was not even room for this, and she tried the effect of lying down with one elbow against the door, and the other arm curled round her head. Still she went on</p>	

growing, and, as a last resource, she put one arm out of the window, and one foot up the chimney, and said to herself 'Now I can do no more, whatever happens. What WILL become of me?'

Luckily for Alice, the little magic bottle had now had its full effect, and she grew no larger: still it was very uncomfortable, and, as there seemed to be no sort of chance of her ever getting out of the room again, no wonder she felt unhappy.

'It was much pleasanter at home,' thought poor Alice, 'when one wasn't always growing larger and smaller, and being ordered about by mice and rabbits. I almost wish I hadn't gone down that rabbit-hole —and yet— and yet— it's rather curious, you know, this sort of life! I do wonder what CAN have happened to me! When I used to read fairy-tales, I fancied that kind of thing never happened, and now here I am in the middle of one! There ought to be a book written about me, that there ought! And when I grow up, I'll write one— but I'm grown up now,' she added in a sorrowful tone; 'at least there's no room to grow up any more HERE.'

'But then,' thought Alice, 'shall I NEVER get any older than I am now? That'll be a comfort, one way— never to be an old woman— but then— always to have lessons to learn! Oh, I shouldn't like THAT!'

'Oh, you foolish Alice!' she answered herself. 'How can you learn lessons in here? Why, there's hardly room for YOU, and no room at all for any lesson-books!'

And so she went on, taking first one side and then the other, and making quite a conversation of it altogether; but after a few minutes she heard a voice outside, and stopped to listen.

Carroll, Lewis (2013-04-28). Alice in Wonderland (Illustrated) (Kindle Locations 295-299). Seahorse Publishing. Kindle Edition.

Final thoughts:



Write a narrative story where you grow to be 20 feet high OR where you shrink to be 3 inches high.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Alice's Adventures in Wonderland

Name: _____

Close Reading of: Ch. 7: A Mad Tea Party

Focus question: Knowing you're in Wonderland, what would be a response to the riddle?

Text	Thoughts about the text
<p>There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. 'Very uncomfortable for the Dormouse,' thought Alice; 'only, as it's asleep, I suppose it doesn't mind.'</p> <p>The table was a large one, but the three were all crowded together at one corner of it: 'No room! No room!' they cried out when they saw Alice coming. 'There's PLENTY of room!' said Alice indignantly, and she sat down in a large arm-chair at one end of the table.</p> <p>'Have some wine,' the March Hare said in an encouraging tone.</p> <p>Alice looked all round the table, but there was nothing on it but tea. 'I don't see any wine,' she remarked.</p> <p>'There isn't any,' said the March Hare.</p> <p>'Then it wasn't very civil of you to offer it,' said Alice angrily.</p> <p>It wasn't very civil of you to sit down without being invited,' said the March Hare.</p> <p>'I didn't know it was YOUR table,' said Alice; 'it's laid for a great many more than three.'</p> <p>'Your hair wants cutting,' said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.</p> <p>'You should learn not to make personal remarks,' Alice said with some severity; 'it's very rude.'</p> <p>The Hatter opened his eyes very wide on hearing this; but all he SAID was, 'Why is a raven like a writing-desk?'</p> <p>'Come, we shall have some fun now!'</p>	

thought Alice. 'I'm glad they've begun asking riddles.— I believe I can guess that,' she added aloud.

'Do you mean that you think you can find out the answer to it?' said the March Hare.

'Exactly so,' said Alice.

'Then you should say what you mean,' the March Hare went on.

'I do,' Alice hastily replied; 'at least— at least I mean what I say— that's the same thing, you know.'

'Not the same thing a bit!' said the Hatter. 'You might just as well say that "I see what I eat" is the same thing as "I eat what I see"!'.

'You might just as well say,' added the March Hare, 'that "I like what I get" is the same thing as "I get what I like"!'.

'You might just as well say,' added the Dormouse, who seemed to be talking in his sleep, 'that "I breathe when I sleep" is the same thing as "I sleep when I breathe"!'.

'It IS the same thing with you,' said the Hatter, and here the conversation dropped, and the party sat silent for a minute, while Alice thought over all she could remember about ravens and writing-desks, which wasn't much.

Carroll, Lewis (2013-04-28). Alice in Wonderland (Illustrated) (Kindle Locations 585-589). Seahorse Publishing. Kindle Edition.

Final thoughts:

Alice's Adventures in Wonderland

Name: _____

Close Reading of: Ch. 11: Who Stole the Tarts?

Focus question: How is the court in Wonderland different from our courts?

Text	Thoughts about the text
<p>The King and Queen of Hearts were seated on their throne when they arrived, with a great crowd assembled about them—all sorts of little birds and beasts, as well as the whole pack of cards: the Knave was standing before them, in chains, with a soldier on each side to guard him; and near the King was the White Rabbit, with a trumpet in one hand, and a scroll of parchment in the other. In the very middle of the court was a table, with a large dish of tarts upon it: they looked so good, that it made Alice quite hungry to look at them—'I wish they'd get the trial done,' she thought, 'and hand round the refreshments!' But there seemed to be no chance of this, so she began looking at everything about her, to pass away the time.</p> <p>Alice had never been in a court of justice before, but she had read about them in books, and she was quite pleased to find that she knew the name of nearly everything there. 'That's the judge,' she said to herself, 'because of his great wig.'</p> <p>The judge, by the way, was the King; and as he wore his crown over the wig, (look at the frontispiece if you want to see how he did it,) he did not look at all comfortable, and it was certainly not becoming.</p> <p>'And that's the jury-box,' thought Alice, 'and those twelve creatures,' (she was obliged to say 'creatures,' you see, because some of them were animals, and some were birds,) 'I suppose they are the jurors.' She said this last word two or three times over to herself, being rather proud of it: for she thought, and rightly too, that very few little girls of her age could guard him; and near the King was the White Rabbit, with a trumpet in one hand, and a scroll of parchment in the other. In the very middle</p>	

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'And that's the jury-box,' thought Alice, 'and those twelve creatures,' (she was obliged to say 'creatures,' you see, because some of them were animals, and some were birds,) 'I suppose they are the jurors.' She said this last word two or three times over to herself, being rather proud of it: for she thought, and rightly too, that very few little girls of her age knew the meaning of it at all. However, 'jury-men' would have done just as well.

The twelve jurors were all writing very busily on slates. 'What are they doing?' Alice whispered to the Gryphon. 'They can't have anything to put down yet, before the trial's begun.'

'They're putting down their names,' the Gryphon whispered in reply, 'for fear they should forget them before the end of the trial.'

Carroll, Lewis (2013-04-28). *Alice in Wonderland (Illustrated)* (Kindle Locations 964-1000). Seahorse Publishing. Kindle Edition.

Final thoughts on the focus question:



Name: _____

End of the Novel Assessment

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Essential Question: What do people, real or imagined, learn from exploring their world?

We have just finished a fictional unit on the novel, *Alice's Adventures in Wonderland*. In March, we finished a non-fictional unit with the same essential question as we learned about pioneers on the Oregon Trail.

Think about Alice and what she has learned about herself from exploring Wonderland. Think about how you think she sees herself, her personality, her relationships, and her beliefs, both in Wonderland and in the "real world". Your assignment is to write a multi-paragraph essay explaining your opinion about how you think she has changed her thinking throughout the book as she explores Wonderland.

Please include an introductory paragraph introducing us to the topic of your essay. The second paragraph should be about how you think Alice sees herself in the real world, her personality in the real world, her relationships in the real world, and her beliefs in the real world. The third paragraph should be about how she sees herself, her personality, her relationships, and her beliefs in Wonderland. The final paragraph should be a conclusion paragraph. Please make sure to sight text based evidence. For example, the text says....in chapter?.....

Please make sure to use the 6 traits of writing and the writing process. Turn in your best work. You will be assessed based on the rubric on the back of this page.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.